

Report to the Legislature

February 1, 2004

*As required by
Minnesota Laws 1st Special Session, Chapter 6,
Article 2, Section 7, Subdivision 2(b)*

Minnesota Board of Teaching

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing this report document.

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**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

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Report to the Legislature

**REPORT ON THE
2001-03 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**
(Pre Professional Skills Tests: Reading, Writing, and Mathematics)

**As required by Minnesota Laws 1st Special Session
Chapter 6, Article 2, Section 7, Subdivision 2(b)**

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-03 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

This report is submitted in accordance with Minnesota Laws 1st Special Session, Chapter 6, Article 2, Section 7, Subdivision 2(b):

The Board of Teaching shall report annually to the education committees of the legislature on the total number of teacher candidates during the most recent school year taking the skills examination, the number who achieve a qualifying score on the examination, the number who do not achieve a qualifying score on the examination, the distribution of all candidates' scores, the number of candidates who have taken the examination at least once before, and the number of candidates who have taken the examination at least once before and achieved a qualifying score.

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BACKGROUND

The Minnesota Board of Teaching is committed to establishing and maintaining quality standards for the licensing of teachers who teach in Minnesota public schools. As part of these standards, specific and selected examinations serve as important instruments in the licensing process. The principal purpose of the examinations of basic skills is to determine objectively if prospective teachers have adequate skills in reading, writing, and mathematics to meet the needs of the learners whom they serve, regardless of grade or subject taught.

ADOPTING TEACHER LICENSURE EXAMINATIONS

The 1985 Minnesota Legislature directed the Minnesota Board of Teaching to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, mathematics, and writing.

In 1986, the Minnesota Board of Teaching released a request for proposals (RFP) seeking bidders for the development, validation, field-testing and administration of a statewide testing program for the issuance of teaching licenses.

The goal of the request for proposals was to produce a statewide examination system to:

1. Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing, and mathematics.
2. Identify specific areas of performance for individual diagnosis and remediation.
3. Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.

In 1987, the Minnesota Board of Teaching adopted the Pre-Professional Skills Tests (PPST) developed by Educational Testing Service (ETS) as the examinations of reading, mathematics, and writing required for initial teacher licensure. Minimum qualifying scores were set at 173 for reading, 169 for mathematics, and 172 for writing.

- In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003, for first time applicants. **Data included in this report uses the 169 qualifying score for mathematics.**

DESCRIPTION OF THE PRE-PROFESSIONAL SKILLS TESTS (PPST)

The Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing. The PPST does not provide predictive measures of success in teaching.

- **The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.**
- **The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.**
- **The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively.)**

SETTING MINNESOTA QUALIFYING SCORES

The Minnesota Board of Teaching used documentation from the field-testing study and the validity study conducted in 1986 to determine the appropriateness of the Pre-Professional Skills Tests and to set the performance standards for initial teacher licensure.

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population, along with national data, provided comparable data for two primary reference groups. Both populations represent first-time examinees that were tested under standard conditions and fell into one of two populations.

The establishment of statewide minimum passing scores on the PPST required for Minnesota licensure was completed and reported in the Minnesota Validity/Standard Setting Study: Pre-Professional

Skills Tests (PPST) conducted in 1987 by Educational Testing Service (ETS). An important phase in establishing and conducting the Minnesota PPST validity/standard setting study included selecting and convening a 30-member study panel comprised of representative Minnesota educators. Their assignment was to review the PPST questions and estimate the performance of minimally qualified applicants for initial teacher licensure.

The validity study panel was composed of 15 teachers/administrators who served on the school-based subpanel to review and evaluate the job-relatedness of the PPST questions, and 15 teacher educators who served on the college-based subpanel to review and evaluate the content appropriateness of the PPST questions. Criteria for selection of the teacher/administrator panelists included: geographic region, size of district enrollment, instructional level and subject area specialty, ethnicity, and gender. Criteria for selection of the college-based panelists included: type of institution, size of teacher education program, ethnicity of student body, geographic region, panelist ethnicity, and gender. To assure that panelists represented the desired diversity and characteristics of Minnesota, thirteen percent of the panelists were persons of color.

After the systematic review of summarized standard setting study data, which represented the professional judgments of Minnesota educators from representative educational institutions at elementary through college/university levels, a decision was made by the Minnesota Board of Teaching to set the qualifying scores at Reading 173, Mathematics 169, Writing 172.) In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003, for first time applicants.

ETS does not assign grade equivalency to the Praxis I examinations (reading, writing, math). However, a minimum of a high school education is presumed. ETS conducts a national study of the job relatedness. In validating the tests in Minnesota, panelists (teachers and administrators) review each question to determine how important is the knowledge or skill covered by each question for the job of a beginning teacher.

The Minnesota scores were set by the Board of Teaching and were derived from the panels' judgments (a study value). The performance of various reference groups were considered when setting the qualifying scores, including Minnesota graduates, gender, and race/ethnicity. The following is extracted from the validity study and might help with this question:

What advantages and disadvantages should be considered in setting higher qualifying scores?

Setting a higher passing score has certain potential advantages as well as disadvantages that should be considered. By setting a higher score, one would hope to improve professional standards. Higher professional standards may also have strong public appeal in terms of addressing current nationwide concerns about the need for excellence in education. However, in setting a higher score, student enrollment in teacher preparation programs as well as the supply of future teachers might be diminished. Also, research suggests that some minority groups are adversely affected by the setting of high passing scores.

What advantages and disadvantages should be considered in setting lower qualifying scores?

In general, the lower the qualifying score is set, the less the risk of rejecting qualified candidates who happen to score below the study values. At the same time, however, the greater risk is that unqualified candidates will exceed the adjusted qualifying score. Advantages in setting a lower passing score would be to increase the number of students entering teacher preparation programs. Thus, the supply of applicants for teaching positions would not be drastically affected and efforts at affirmative action might be more successfully pursued.

NONSTANDARD TEST ADMINISTRATIONS FOR EXAMINEES WHO HAVE DISABILITIES

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (54 locations include, colleges/universities, community colleges, and computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow when requesting special accommodations for taking its examinations. The most commonly requested nonstandard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test

books, and large-block answer sheets. The applicant directly through Educational Testing Service requests special accommodations.

The tests are administered in Minnesota on six national testing dates spread throughout the year. Candidates may also make appointments to take the tests on computer. Test takers arrange individual test times and dates based on availability.

Nonstandard test accommodations (extended time) may be available for test takers whose primary language is not English. Tests takers who meet ETS requirements will be allowed 50 percent additional testing time.

ASSURANCE OF CULTURAL SENSITIVITY

Educational Testing Service conducts procedures responsive to a goal of cultural sensitivity in tests and services. The ETS Standards for Quality and Fairness states: *All ETS products and services including individual test questions, tests as a whole, and publications in print and other media must not contain language, symbols, words, phrases, or examples that are generally regarded as sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group.*

Sensitivity Review

Educational Testing Service conducts a sensitivity review procedure on the academic skills assessments. Each form of the PPST and the CBT has undergone ETS sensitivity review procedures. *The Sensitivity Review ensures:*

- Tests do not contain language or symbols that may reinforce stereotypes.
- Tests will not contain inflammatory or highly controversial topics. If material must be used, it should be handled in a conscientious, balanced, sensitive, and objective manner.
- Tests do not contain language that is inappropriate in tone. A patronizing, insulting, elitist, or inflammatory tone is unacceptable.
- Tests will not contain inappropriate underlying assumptions, in particular, ethnocentric, elitist, and/or gender-based beliefs and language that are not germane to the domain being tested.
- Tests ensure gender balance and reflect an appropriate balance of males and females.

- Recognition of population diversity. No racial/ethnic group should be represented to the exclusion of others in tests.

Differential Item Functioning

An additional procedure performed by Educational Testing Service to ensure fairness and cultural sensitivity in test development and scoring is the Differential Item Functioning (DIF). Differential Item Functioning is an empirical measure based on the actual test performance of examinees in different groups. Differential Item Functioning occurs when people of approximately equal knowledge and skill in different groups perform in substantially different ways on a test question. Measures of DIF help to identify questions that may be biased because group differences in relevant knowledge and skill have been taken into account to the extent allowed by the matching process.

DIF is performed at the time of test assembly and at the time of scoring to determine whether or not any difference in difficulty or performance can be attributed to or related to group membership. If any given question is determined to have been missed by any group or selected population and a determination has been made that the item is unfair to group membership, the *item is removed from the scored portion of the test before the question affects the reported scores of any examinee.*

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

The 1993 legislature requested that the Board of Teaching, with the assistance of organizations representing diverse cultures, work to assure that questions contained in the skills examinations in reading, writing, and mathematics are culturally sensitive. The following organizations provided members from their respective groups to assist the Board:

Council on Asian-Pacific Minnesotans
Council on Black Minnesotans
Minneapolis Public Schools
Minnesota Association of Colleges for Teacher Education
Minnesota Education Association
Minnesota Federation of Teachers
Minnesota Indian Scholarship Committee
St. Paul Public Schools
Spanish Speaking Affairs Council

The committee developed the following principles:

1. Test items in the basic skills examination of reading, writing, and mathematics must be culturally sensitive. Tests must undergo scrutiny at multiple points which include content and item analysis for cultural sensitivity at the time of item development and at review of item performance on various populations.
2. Testing centers must provide environments and procedures, which facilitate fairness in test taking arrangements and test administration.
3. Legislation requiring that colleges, universities, and school districts provide appropriate assistance to individuals needing it should be maintained and enhanced to include requirements for a diagnostic component.
4. Persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota, and have been granted a provisional license to teach, must be provided sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for teacher licensure.
5. Students enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs must be provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

Colleges and universities with Board approved teacher preparation programs must provide remedial assistance to persons enrolled in their institutions who do not pass any part of the skills examination. The 1994 Minnesota legislature amended Minnesota Statute §125.05, subd. 1(b), to:

[Board To Issue Licenses], to require school districts to provide similar, appropriate, and timely remedial assistance in the academic areas in which the person did not achieve a passing score.

This legislation is to assure that (1) persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota and have been granted a provisional license to teach

have sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure; and (2) persons enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs are provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

FINDINGS

For each test the following data is provided:

- Frequency by Gender & Ethnicity
- Median and Mean Scores
- Pass Rates & Failure Rates
- Scores for All State Users
- Pass/Fail Rates by Teacher Preparation Institution

NOTE: The reporting of information by variables of gender and race/ethnicity are voluntary and thus, not all examinees reported data and not all examinees took all three examinations.

TEST INFORMATION

Test Code	0710	TEST NAME	Pre Professional Skills Test: Reading
<u>SCORE RANGE</u>	150-190		
MN Qualifying Score	173		
2001-03 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=10,097)			ETHNICITY COUNT (n=10,025)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	7,457	2,640	157	212	129	62	168	9,297
%	74	26	1.6	2.1	1.3	.6	1.7	92.7

SCORE	Median	Mean
Females	179	178
Males	180	179
African American	173	173
Asian	172	173
Hispanic	177	175
Native American	177	176
Other	182	180
White	180	178

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	6,409	1,048	86
Males	2,324	316	88
African American	93	64	59
Asian	126	86	59
Hispanic	92	37	71
Native American	48	14	77
Other	146	22	87
White	8,163	1,134	88
Total Ethnicity	8,668	1,357	87

ALL STATE USERS (Current Scores)	PASSING SCORE
MS, MT, NE	170
AR, CT, DC, LA, PA	172
KY, MN, ND, OH, OK	173
NV, NH, OR, TN, WV	174
AK, DE, SC, VI, WI	175
GA, IN, NC	176
VT	177
VA	178

MN Recommended study value was 175. Qualifying score was set 1 standard error of measurement below SV.

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PREPROFESSIONAL SKILLS TESTS READING - TEST CODE 0710**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Augsburg College																		
• Pass	123	90	56	92	6	86	-	-	1	100	1	50	1	50	169	93	178	92
• Not Pass	13	10	5	8	1	14	1	100	-	-	1	50	1	50	12	7	16	8
Bethany College																		
• Pass	7	64	1	100											8	67	8	67
• Not Pass	4	36	-	-											4	33	4	33
Bethel College																		
• Pass	184	97	63	94	1	100	6	100	2	67	-	-	2	100	233	96	244	96
• Not Pass	6	3	4	6	-	-	-	-	1	33	-	-	-	-	9	4	10	4
Carleton College																		
• Pass	9	100	7	100	1	100	1	100	-	-	-	-	-	-	14	100	16	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	175	92	55	98	1	100	4	100	1	100	1	100	3	100	219	93	229	93
• Not Pass	16	8	1	2	-	-	-	-	-	-	-	-	-	-	17	7	17	7
College of St. Catherine																		
• Pass	190	90	5	63	2	100	5	83	3	100	-	-	3	100	182	88	195	89
• Not Pass	22	10	3	37	-	-	1	17	-	-	-	-	-	-	24	12	25	11
College of St. Scholastica																		
• Pass	52	93	13	81	-	-	-	-	-	-	-	-	1	100	61	90	62	90
• Not Pass	4	7	3	19	-	-	-	-	-	-	-	-	-	-	7	10	7	10
University of Saint Thomas																		
• Pass	221	94	107	92	7	64	10	59	3	75	-	-	14	88	286	97	320	93
• Not Pass	15	6	9	8	4	36	7	41	1	25	-	-	2	12	10	3	24	7
Concordia College-Moorhead																		
• Pass	124	95	47	98	-	-	2	67	-	-	-	-	1	100	168	97	171	96
• Not Pass	6	5	1	2	-	-	1	33	-	-	-	-	-	-	6	3	7	4
Concordia University-Saint Paul																		
• Pass	83	73	29	78	2	22	5	26	1	33	4	80	6	75	94	88	112	74
• Not Pass	31	27	8	22	7	78	14	74	2	67	1	20	2	25	13	12	39	26
Gustavus Adolphus College																		
• Pass	124	93	36	97	1	100	5	83	2	100	-	-	4	80	147	94	159	94
• Not Pass	10	7	1	3	-	-	1	17	-	-	-	-	1	20	9	6	11	6
Hamline University																		
• Pass	156	96	58	89	4	50	6	86	5	100	1	100	7	88	188	96	211	94
• Not Pass	6	4	7	11	4	50	1	14	-	-	-	-	1	12	7	4	13	6
Macalester College																		
• Pass	20	100	5	100	2	100	-	-	-	-	-	-	2	100	21	100	25	100
• Not Pass					-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martin Luther College																		
• Pass	222	91	104	93	4	80	1	100	2	67	2	100	3	100	310	92	322	92
• Not Pass	21	9	8	7	1	20	-	-	1	33	-	-	-	-	26	8	28	8

Northwestern College																			
• Pass	128	93	34	89	2	100	2	100	1	50	-	-	2	100	153	93	160	93	
• Not Pass	10	7	4	11	-	-	-	-	1	50	-	-	-	-	12	7	13	7	
North Central University																			
• Pass	32	97	2	67	-	-	-	-	1	100	-	-	-	-	33	97	34	94	
• Not Pass	1	3	1	33	1	100	-	-	-	-	-	-	-	-	1	3	2	6	
Saint Mary's University																			
• Pass	116	85	39	85	-	-	-	-	1	100	-	-	7	100	142	85	150	85	
• Not Pass	20	15	7	15	-	-	-	-	-	-	-	-	-	-	26	15	26	15	
Saint Olaf College																			
• Pass	151	99	57	100	1	100	2	100	3	75	1	100	1	100	197	100	205	99	
• Not Pass	1	1	-	-	-	-	-	-	1	25	-	-	-	-	-	-	1	1	
Crown College																			
• Pass	64	84	7	64	-	-	-	-	-	-	-	-	2	100	66	86	68	81	
• Not Pass	12	16	4	36	-	-	4	100	1	100	-	-	-	-	11	14	16	19	
Bemidji State University																			
• Pass	206	68	135	83	-	-	2	67	1	100	5	42	6	100	325	74	339	73	
• Not Pass	97	32	27	17	4	100	1	33	-	-	7	58	-	-	112	26	124	27	
Metropolitan State University																			
• Pass	31	80	12	100	2	50	2	25	2	100	1	100	2	100	34	100	43	84	
• Not Pass	8	20	-	-	2	50	6	75	-	-	-	-	-	-	-	-	8	16	
Minnesota State University Mankato																			
• Pass	439	78	165	81	5	46	3	43	4	36	1	100	9	90	578	80	600	79	
• Not Pass	123	22	39	19	6	54	4	57	7	64	-	-	1	10	142	20	160	21	
Minnesota State University Moorhead																			
• Pass	311	79	106	81	1	100	3	60	2	50	4	100	1	100	406	80	417	79	
• Not Pass	84	21	25	19	-	-	2	40	2	50	-	-	-	-	105	20	109	21	
St. Cloud State University																			
• Pass	539	82	160	84	2	33	4	36	7	78	4	67	7	78	674	83	698	82	
• Not Pass	122	18	31	16	4	67	7	64	2	22	2	33	2	22	136	17	153	18	
Winona State University																			
• Pass	382	81	112	84	-	-	4	100	5	71	2	100	2	67	478	82	491	82	
• Not Pass	89	19	21	16	2	100	-	-	2	29	-	-	1	33	105	18	110	18	
Southwest State University																			
• Pass	125	79	43	80	1	100	1	25	2	67	1	100	2	100	159	79	166	78	
• Not Pass	34	21	11	20	-	-	3	75	1	33	-	-	-	-	42	21	46	22	
University of Minnesota-Duluth																			
• Pass	313	89	133	93	2	100	6	75	4	80	6	100	5	83	422	91	445	90	
• Not Pass	38	11	10	7	-	-	2	25	1	20	-	-	1	17	43	9	47	10	
University of Minnesota-MSP/St. Paul																			
• Pass	616	96	236	92	19	73	28	67	14	82	3	100	26	93	758	98	848	95	
• Not Pass	26	4	19	8	7	27	14	33	3	18	-	-	2	7	19	2	45	5	
University of Minnesota-Morris																			
• Pass	112	93	44	98	-	-	1	50	1	100	-	-	-	-	153	96	155	95	
• Not Pass	8	7	1	2	1	100	1	50	-	-	-	-	-	-	7	4	9	5	

TEST INFORMATION

Test Code	0720	TEST NAME	Pre Professional Skills Test: Writing
<u>SCORE RANGE</u>	150-190		
MN Qualifying Score	172		
2001-03 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=10,230)			ETHNICITY COUNT (n=10,157)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	7,457	2,773	169	207	143	58	176	9,404
%	73	27	1.7	2	1.4	.6	1.7	92.6

SCORE	Median	Mean
Females	176	176
Males	175	175
African American	172	172
Asian	173	172
Hispanic	172	173
Native American	173	173
Other	176	176
White	176	176

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	6,636	821	89
Males	2,343	430	85
African American	108	61	64
Asian	130	77	63
Hispanic	94	49	66
Native American	38	20	66
Other	155	21	88
White	8,392	1,012	89
Total Ethnicity	8,917	1,240	88

STATE (Current Scores)	PASSING SCORE
MT	170
CT, DC, LA, OR	171
IN, KY, MN, MS, NE, NV, NH, OH, OK, WV	172
AR, DE, NC, PA, SC, TN	173
AK, GA, VT, VI, WI	174
VA	176

MN Recommended study value was 175. Qualifying score was set 1 standard error of measurement below SV.

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PREPROFESSIONAL SKILLS TESTS WRITING - TEST CODE 0720**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Augsburg College																		
• Pass	117	93	47	80	5	100	-	-	1	100	2	100	2	100	152	89	162	89
• Not Pass	9	7	12	20	-	-	2	100	-	-	-	-	-	-	18	11	20	11
Bethany College																		
• Pass	7	64	-	-	-	-	-	-	-	-	-	-	-	-	7	58	7	58
• Not Pass	4	36	1	100	-	-	-	-	-	-	-	-	-	-	5	42	5	42
Bethel College																		
• Pass	174	95	66	93	1	100	6	100	2	50	-	-	2	100	227	95	238	94
• Not Pass	10	5	5	7	-	-	-	-	2	50	-	-	-	-	12	5	14	6
Carleton College																		
• Pass	9	100	7	100	1	100	1	100	-	-	-	-	-	-	14	100	16	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	181	96	58	100	-	-	4	100	1	100	1	100	3	100	229	97	238	97
• Not Pass	7	4	-	-	-	-	-	-	-	-	-	-	-	-	7	3	7	3
College of St. Catherine																		
• Pass	194	92	5	63	2	67	5	83	3	75	-	-	3	100	186	93	199	92
• Not Pass	16	8	3	37	1	33	1	17	1	25	-	-	-	-	16	7	19	8
College of St. Scholastica																		
• Pass	55	95	15	79	-	-	-	-	-	-	-	-	1	100	67	92	68	92
• Not Pass	3	5	4	21	-	-	-	-	-	-	-	-	-	-	6	8	6	8
University of Saint Thomas																		
• Pass	229	97	108	90	11	73	11	69	7	88	-	-	16	94	285	98	330	95
• Not Pass	7	3	12	10	4	27	5	31	1	12	-	-	1	6	7	2	18	5
Concordia College-Moorhead																		
• Pass	128	95	44	98	-	-	3	100	-	-	-	-	1	100	168	96	172	96
• Not Pass	7	5	1	2	-	-	-	-	-	-	-	-	-	-	8	4	8	4
Concordia University-St. Paul																		
• Pass	99	79	33	75	4	33	6	33	2	50	4	80	6	75	110	89	132	78
• Not Pass	27	21	11	25	8	67	12	67	2	50	1	20	2	25	13	11	38	22
Gustavus Adolphus College																		
• Pass	124	95	33	89	1	100	3	75	2	100	-	-	6	100	144	94	156	94
• Not Pass	6	5	4	11	-	-	1	25	-	-	-	-	-	-	9	6	10	6
Hamline University																		
• Pass	158	97	54	84	7	70	5	83	3	43	1	100	6	75	187	97	209	93
• Not Pass	5	3	10	16	3	30	1	17	4	57	-	-	2	25	5	3	15	7
Macalester College																		
• Pass	20	100	5	100	2	100	-	-	-	-	-	-	2	100	21	100	25	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martin Luther College																		
• Pass	230	94	106	91	3	60	1	100	3	100	1	100	3	100	322	93	333	93
• Not Pass	16	6	11	9	2	40	-	-	-	-	-	-	-	-	23	7	25	7

Northwestern College																			
• Pass	132	92	35	92	2	100	2	67	1	50	-	-	2	100	158	94	165	93	
• Not Pass	11	8	3	8	-	-	1	33	1	50	-	-	-	-	11	6	13	7	
North Central University																			
• Pass	32	94	2	67	-	-	-	-	1	100	-	-	-	-	33	94	34	92	
• Not Pass	2	6	1	33	1	100	-	-	-	-	-	-	-	-	2	6	3	8	
Saint Mary's University																			
• Pass	126	93	44	96	-	-	-	-	1	100	-	-	6	100	157	93	164	93	
• Not Pass	10	7	2	4	-	-	-	-	-	-	-	-	-	-	12	7	12	7	
Saint Olaf College																			
• Pass	149	99	54	96	1	100	2	100	3	100	1	100	1	100	192	99	200	99	
• Not Pass	1	1	2	4	-	-	-	-	-	-	-	-	-	-	3	1	3	1	
Crown College																			
• Pass	67	88	7	54	-	-	2	40	-	-	-	-	2	100	67	86	71	83	
• Not Pass	9	12	6	46	-	-	3	60	1	100	-	-	-	-	11	14	15	17	
Bemidji State University																			
• Pass	256	80	140	76	-	-	-	-	3	75	3	25	8	100	382	81	396	79	
• Not Pass	64	20	45	24	4	100	3	100	1	25	9	75	-	-	90	19	107	21	
Metropolitan State University																			
• Pass	31	82	10	91	2	40	2	29	2	100	1	100	2	100	32	100	41	84	
• Not Pass	7	18	1	9	3	60	5	71	-	-	-	-	-	-	-	-	8	16	
Minnesota State University Mankato																			
• Pass	462	83	162	74	6	67	3	60	8	62	1	100	9	82	592	81	619	80	
• Not Pass	98	17	57	26	3	33	2	40	5	38	-	-	2	18	142	19	154	20	
Minnesota State University Moorhead																			
• Pass	334	84	106	77	1	100	3	60	1	25	2	50	2	100	431	83	440	82	
• Not Pass	65	16	31	23	-	-	2	40	3	75	2	50	-	-	89	17	96	18	
St. Cloud State University																			
• Pass	570	84	180	81	5	71	5	42	7	88	4	80	7	70	721	84	749	83	
• Not Pass	111	16	43	19	2	29	7	58	1	12	1	20	3	30	140	16	154	17	
Winona State University																			
• Pass	403	89	127	85	-	-	4	100	5	83	2	100	4	100	512	88	527	88	
• Not Pass	52	11	22	15	2	100	-	-	1	17	-	-	-	-	71	12	74	12	
Southwest State University																			
• Pass	128	85	42	78	1	100	1	25	2	67	1	100	1	33	162	85	168	83	
• Not Pass	22	15	12	22	-	-	3	75	1	33	-	-	2	67	28	15	34	17	
University of Minnesota-Duluth																			
• Pass	307	89	130	88	2	100	6	75	4	80	2	33	6	86	415	90	435	89	
• Not Pass	37	11	17	12	-	-	2	25	1	20	4	67	1	14	46	10	54	11	
University of Minnesota-MSP/St. Paul																			
• Pass	596	96	236	89	19	68	32	82	14	78	1	50	24	89	738	96	828	94	
• Not Pass	27	4	28	11	9	32	7	18	4	22	1	50	3	11	31	4	55	6	
University of Minnesota-Morris																			
• Pass	117	96	45	98	2	100	1	50	2	100	1	100	-	-	155	97	161	96	
• Not Pass	5	4	1	2	-	-	1	50	-	-	-	-	-	-	5	3	6	4	

TEST INFORMATION

Test Code	0730	TEST NAME	Pre Professional Skills Test: Mathematics
<u>SCORE RANGE</u>	150-190		
MN Qualifying Score	169		
2001-03 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=9,944)			ETHNICITY COUNT (n=9,872)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	7,392	2,552	174	185	135	62	175	9,141
%	74	26	1.8	1.9	1.4	.6	1.8	92.5

SCORE	Median	Mean
Females	180	179
Males	184	182
African American	168	170
Asian	179	178
Hispanic	174	174
Native American	173	174
Other	181	180
White	181	180

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	6,803	589	92
Males	2,450	102	96
African American	99	75	57
Asian	159	26	86
Hispanic	106	29	79
Native American	42	20	68
Other	158	17	90
White	8,620	521	94
Total Ethnicity	9,184	688	93

ALL STATE USERS (Current Scores)	PASSING SCORE
MS	169
LA, MT, ND, VI	170
AR, CT, *MN, NE, OK	171
NH, NV, OH, SC, WV	172
AK, KY, NC, PA, TN, WI	173
DE, DC	174
IN, OR, VT	175
GA	176
VA	178

***If Score @ 171 for 1 year.**

MN Recommended study value was 171. Qualifying score was set 1 standard error of measurement below SV. Effective September 1, 2003, Minnesota math score will be 171.

When score set at 171 the total pass rate for mathematics for 2001-03 would have been 86 percent.

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PREPROFESSIONAL SKILLS TESTS MATHEMATICS - TEST CODE 0730**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Augsburg College																		
• Pass	123	90	52	87	6	86	1	100	1	100	-	-	1	50	165	92	174	90
• Not Pass	13	10	8	13	1	14	-	-	-	-	2	100	1	50	15	8	19	10
Bethany College																		
• Pass	8	73	1	100	-	-	-	-	-	-	-	-	-	-	9	75	9	75
• Not Pass	3	27	-	-	-	-	-	-	-	-	-	-	-	-	3	25	3	25
Bethel College																		
• Pass	180	97	69	100	1	100	5	100	2	67	-	-	2	100	236	98	246	98
• Not Pass	5	3	-	-	-	-	-	-	1	33	-	-	-	-	4	2	5	2
Carleton College																		
• Pass	9	100	7	100	1	100	1	100	-	-	-	-	-	-	14	100	16	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	188	98	55	100	1	33	4	100	1	100	1	100	3	100	232	99	242	99
• Not Pass	3	2	-	-	2	67	-	-	-	-	-	-	-	-	1	1	3	1
College of St. Catherine																		
• Pass	197	94	7	100	1	50	6	100	3	75	-	-	3	100	191	94	204	94
• Not Pass	13	6	-	-	1	50	-	-	1	25	-	-	-	-	11	6	13	6
College of St. Scholastica																		
• Pass	52	96	15	94	-	-	-	-	-	-	-	-	1	100	63	96	64	96
• Not Pass	2	4	1	6	-	-	-	-	-	-	-	-	-	-	3	4	3	4
University of Saint Thomas																		
• Pass	225	94	110	97	8	57	12	80	3	60	-	-	17	90	287	98	327	95
• Not Pass	14	6	4	3	6	43	3	20	2	40	-	-	2	10	5	2	18	5
Concordia College-Moorhead																		
• Pass	127	97	44	100	-	-	2	67	-	-	-	-	1	100	168	98	171	98
• Not Pass	4	3	-	-	-	-	1	33	-	-	-	-	-	-	3	2	4	2
Concordia University-Saint Paul																		
• Pass	93	78	29	91	5	33	9	60	2	67	2	67	5	63	99	93	122	81
• Not Pass	26	22	3	9	10	67	6	40	1	33	1	33	3	37	8	7	29	19
Gustavus Adolphus College																		
• Pass	127	96	36	100	1	100	6	100	2	100	-	-	5	100	148	97	162	97
• Not Pass	5	4	-	-	-	-	-	-	-	-	-	-	-	-	5	3	5	3
Hamline University																		
• Pass	156	95	59	95	4	67	5	83	5	83	1	100	8	89	189	96	212	95
• Not Pass	9	5	3	5	2	33	1	17	1	17	-	-	1	11	7	4	12	5
Macalester College																		
• Pass	21	100	5	100	2	100	-	-	-	-	-	-	3	100	21	100	26	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martin Luther College																		
• Pass	229	97	110	99	3	60	1	100	3	100	2	100	4	100	321	98	334	98
• Not Pass	7	3	1	1	2	40	-	-	-	-	-	-	-	-	6	2	8	2

Northwestern College																			
• Pass	133	95	37	100	2	100	2	100	2	67	-	-	2	100	159	96	167	96	
• Not Pass	7	5	-	-	-	-	-	-	1	33	-	-	-	-	6	4	7	4	
North Central University																			
• Pass	32	91	2	67	-	-	-	-	1	100	-	-	-	-	33	92	34	90	
• Not Pass	3	9	1	33	1	100	-	-	-	-	-	-	-	-	3	8	4	10	
Saint Mary's University																			
• Pass	129	96	42	93	-	-	-	-	1	100	-	-	6	100	158	95	165	95	
• Not Pass	6	4	3	7	-	-	-	-	-	-	-	-	-	-	9	5	9	5	
Saint Olaf College																			
• Pass	151	100	57	100	1	100	2	100	3	100	1	100	1	100	197	100	205	100	
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Crown College																			
• Pass	68	86	7	100	-	-	1	100	-	-	1	100	2	100	68	88	72	87	
• Not Pass	11	14	-	-	-	-	-	-	2	100	-	-	-	-	9	12	11	13	
Bemidji State University																			
• Pass	233	82	145	94	-	-	2	100	1	100	5	46	6	100	362	88	376	86	
• Not Pass	50	18	10	6	3	100	-	-	-	-	6	54	-	-	51	12	60	14	
Metropolitan State University																			
• Pass	30	75	12	100	2	40	2	25	2	100	1	100	2	100	33	97	42	81	
• Not Pass	10	25	-	-	3	60	6	75	-	-	-	-	-	-	1	3	10	19	
Minnesota State University Mankato																			
• Pass	479	88	184	95	8	80	4	100	7	78	1	100	7	78	631	90	658	90	
• Not Pass	66	12	9	5	2	20	-	-	2	22	-	-	2	22	68	10	74	10	
Minnesota State University Moorhead																			
• Pass	351	91	115	93	2	100	6	100	2	50	3	75	1	100	452	92	466	91	
• Not Pass	35	9	9	7	-	-	-	-	2	50	1	25	-	-	41	8	44	9	
St. Cloud State University																			
• Pass	587	89	177	97	3	43	9	90	9	75	4	100	9	90	729	92	763	91	
• Not Pass	71	11	6	3	4	57	1	10	3	25	-	-	1	10	68	8	77	9	
Winona State University																			
• Pass	439	96	125	96	1	50	4	100	5	100	2	100	3	100	546	96	561	96	
• Not Pass	18	4	5	4	1	50	-	-	-	-	-	-	-	-	22	4	23	4	
Southwest State University																			
• Pass	137	93	44	98	1	100	3	75	2	67	1	100	2	100	170	94	179	94	
• Not Pass	10	7	1	2	-	-	1	25	1	33	-	-	-	-	10	6	12	6	
University of Minnesota-Duluth																			
• Pass	317	90	139	98	1	50	7	88	4	80	4	44	6	75	432	94	454	92	
• Not Pass	35	10	3	2	1	50	1	12	1	20	5	56	2	25	28	6	38	8	
University of Minnesota-MSP/St. Paul																			
• Pass	620	96	243	98	17	57	34	97	17	90	2	100	27	96	761	98	858	96	
• Not Pass	27	4	6	2	13	43	1	3	2	10	-	-	1	4	16	2	33	4	
University of Minnesota-Morris																			
• Pass	115	94	44	100	-	-	1	100	1	50	-	-	-	-	156	97	158	96	
• Not Pass	7	6	-	-	1	100	-	-	1	50	-	-	-	-	5	3	7	4	

RETAKES ON THE PPST

Table 1 Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-03									
READING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	144	87	57	3	4	3	3	93	65
Asian	183	117	66	5	13	4	7	126	69
Hispanic	115	86	29	5	5	1	3	92	80
Native American	57	45	12	2	1	1	1	48	84
Other	167	145	22			1		146	87
White	8,880	7,925	955	197	126	41	53	8,163	92
Totals	9,546	8,405	1,141	212	149	51	67	8,668	91

Table 2 Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-03									
WRITING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	156	100	56	7	3	1	2	108	69
Asian	182	120	62	7	11	3	4	130	71
Hispanic	129	88	41	3	5	3	3	94	73
Native American	55	35	20	2		1		38	69
Other	163	144	19	11	1		1	155	95
White	9,028	8,134	894	229	95	29	23	8,392	93
Totals	9,713	8,621	1,092	259	115	37	33	8,917	92

Table 3
Frequency Distributions and Percentage for All
Retakes on the PPST by Racial/Ethnic Group 2001-03

MATHEMATICS									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	159	94	65	3	5	2	5	99	62
Asian	175	152	23	5	2	2	1	159	91
Hispanic	123	98	25	7	3	1	1	106	86
Native American	59	42	17		3			42	71
Other	170	155	15	3	2			158	93
White	8,892	8,438	454	142	48	40	19	8,620	97
Totals	9,578	8,979	599	160	63	45	26	9,184	96